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ABSTRACT

This packet consists of 10 learning activities related to the communications area of language arts career skills. Each activity is self-contained and provides all necessary material or information. The activities include a communication skills table; career acrostics; a questionnaire for use in an informal interview with an employed person; a worksheet on employment of the future; a writing friendly letters activity; phone book scavenger hunt; jobs in the news (looking at want ads); taking a message (role playing); voice mail reply to a classified ad; and research project on a particular occupation. (YLB)

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Issue 3 ▲ Middle Grades ▲ 1999-2000 ▲ Language Arts

Ohio's Career Development Program

The 1999-2000 packets were selected from the previous developed in the last 10 years. A variety of authors (all educators) have contributed to these packets.

New art for this month's packet was done b Marianne Galyk, Ohio Hi-Point Career Development Program.

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Communication Skills: Who Needs Them?

LISTENING SPEAKING WRITING

Almost all careers require communications skills that you are learning now in school. The abilities to listen well and express ideas verbally and in written form are skills that employers want in employees. Work with your language arts teacher to complete the chart below as it applies to your own high school. The bottom row is blank for you to fill in information for any other communications course your school may offer.

Course	Description	Grade Levels in which the Course if Offered	Required for Graduation	Skills from This Course That Will Help You In Any Career	Careers That Require Knowledge from This Course
English					
Speech					
Journalism					
American Literature					
Technical Writing/ Computer Courses					

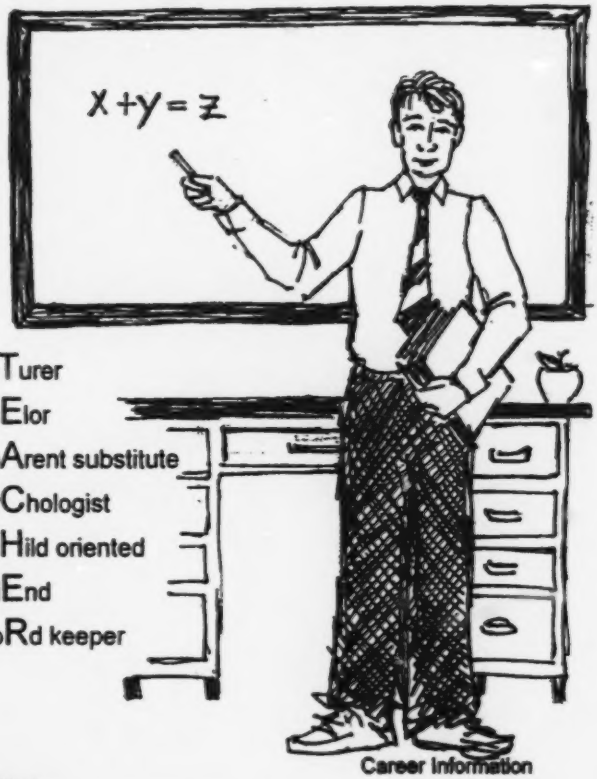
Career Acrostics

These can be used as a form of poetry for National Poetry Month in March. Choose any career which interests you. Brainstorm the job skills and requirements needed for each career to find words to develop acrostics. One word is acceptable, but work to add adjectives to develop the concept for each career. Appropriate illustrations (hand drawn or cut out of magazines) could be incorporated with each acrostic poem.

Examples:

sciEntist
mechaNical
Genetic
chemIcal
Nuclear
elEctrical
Environmental
reseaRch

Culinary artist
wHolesome dietician
elEgant repast
modiFied kitchen

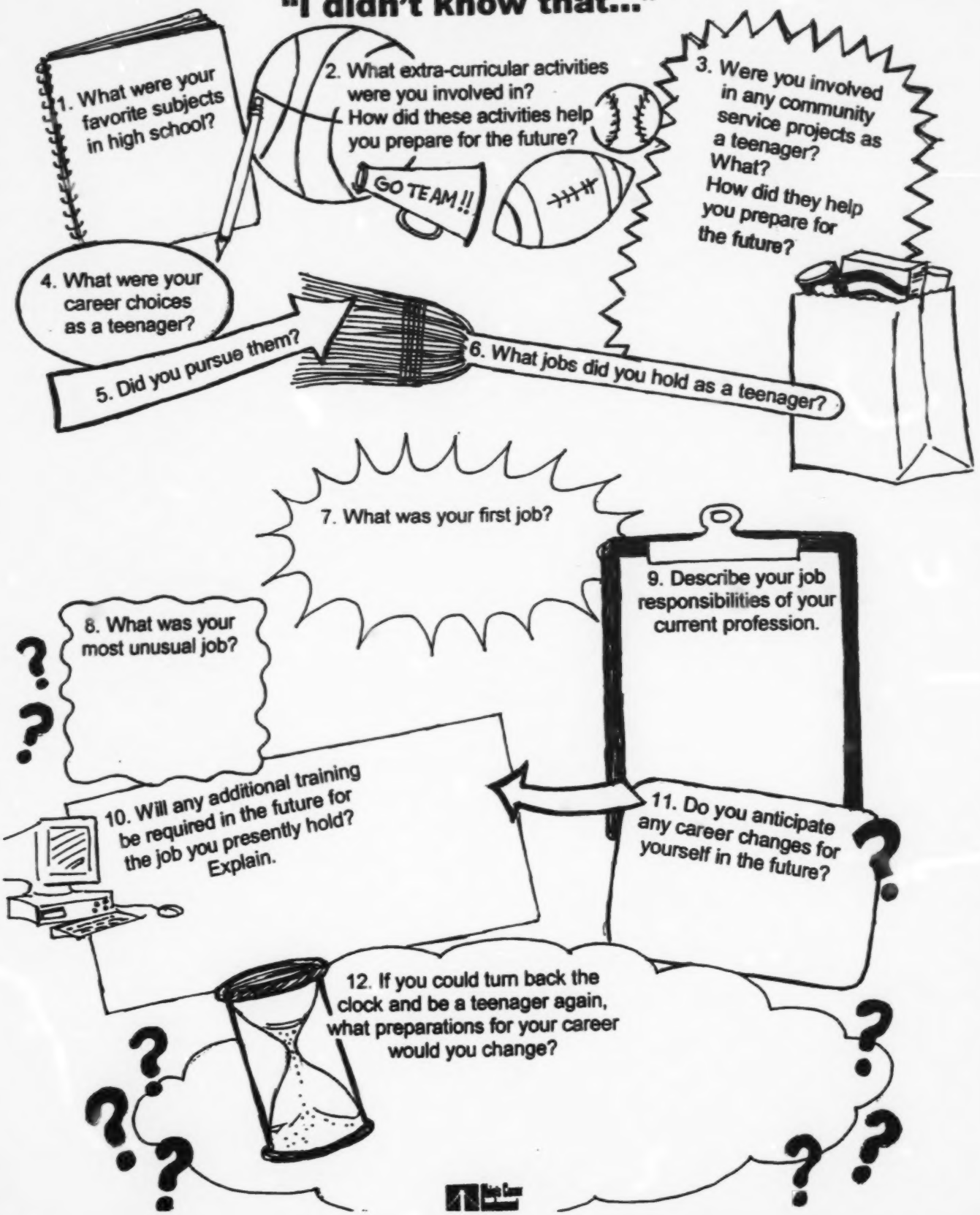


lecTurer
counsElor
pArent substitute
psyChologist
cHild oriented
friEnd
recoRd keeper

Language Arts

Career Information

"I didn't know that..."


1. What were your favorite subjects in high school?
2. What extra-curricular activities were you involved in? How did these activities help you prepare for the future?
GO TEAM!!
3. Were you involved in any community service projects as a teenager? What? How did they help you prepare for the future?
4. What were your career choices as a teenager?
5. Did you pursue them?
6. What jobs did you hold as a teenager?
7. What was your first job?
8. What was your most unusual job?
9. Describe your job responsibilities of your current profession.
10. Will any additional training be required in the future for the job you presently hold? Explain.
11. Do you anticipate any career changes for yourself in the future?
12. If you could turn back the clock and be a teenager again, what preparations for your career would you change?

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Employment of the Future

I. If you are a student in school today, you will live the majority of your life in the 21st century. Search the "Help Wanted" ads in the newspaper and attempt to pick out 3 jobs from the paper that you think will not be available in the 21st century. After finding those jobs, list them below and explain why you think they won't exist.

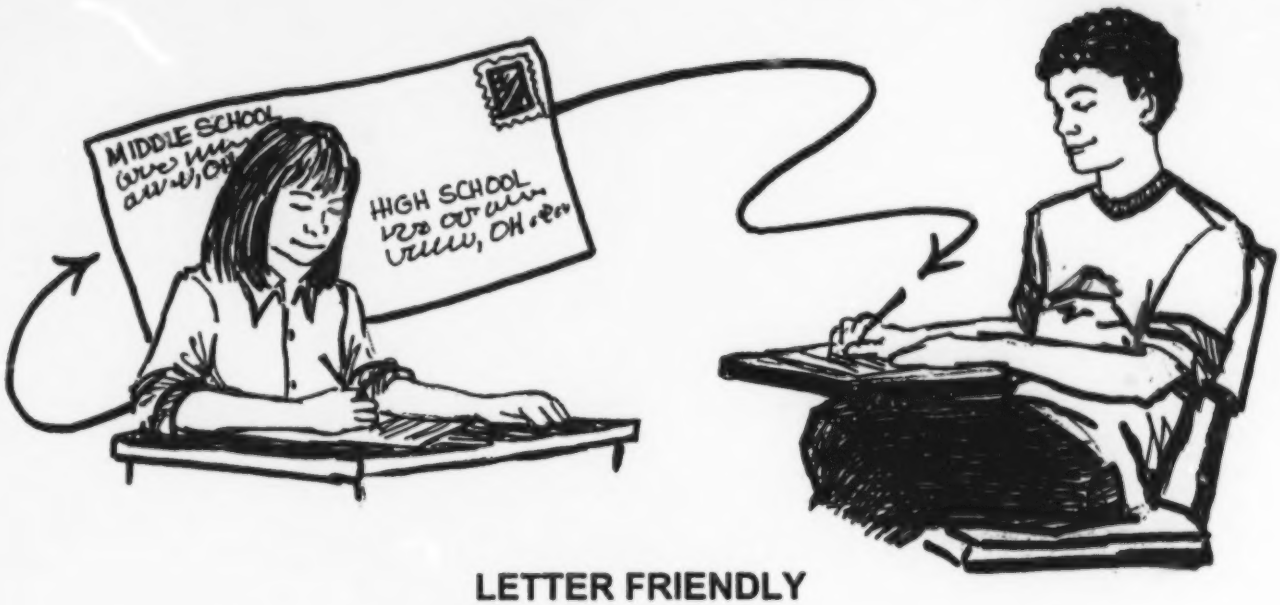
Employment Opportunity	Possible Reason(s) for Extinction
Video Store Operator	Home viewers will be able to get movies over the phone lines or directly from television.

II. Can you find 3 jobs in the paper that you are reasonably sure will exist in the 21st century?

Employment Opportunity	Possible Reason(s) for Existence
Nurse	There will always be a need for someone to care for people who are sick or in need.

III. Can you think of 2-3 opportunities for employment in the 21st century that do not exist today, or because of conditions in that century there will be a greater need for more of them?

Employment Opportunity	Possible Reason(s) Needed
Pollution Control Inspector	A person who goes from door to door to make sure that people are recycling garbage, conserving water, weatherproofing their homes, etc.



LETTER FRIENDLY

Teaching the friendly letter format and career development can go hand in hand! This lesson can incorporate the two and help your students with academic planning, decision making, and goal setting.

Procedure:

1. Contact a high school English teacher in your district or at your area vocational school. This teacher must be willing to have his or her students write replies to letters sent by your students. It is best to use a class of juniors or seniors.
2. Teach or review the friendly letter format to your students.
3. Explain to students that they will be writing letters to high school students, using the friendly letter format. You will deliver these letters to a high school class, and those students will send back replies. The content of the letter is to focus on the high school students' academic planning, where they met with success, what areas they could improve upon, and so on. Discuss possible questions that could be asked:

    - What high school classes have been most helpful to you?
    - What did you learn in junior high that helped prepare you for high school?
    - What do you wish you would have worked harder on during the past four or five years?
    - Is there a class you wish you would have taken, but did not?
    - What are your plans after you graduate?

For a twist, give half of the letters to a college preparatory class and give half to an English class at a vocational school. As students compare replies, they will start to understand the need to plan accordingly as they prepare for high school.

Phone Book Scavenger Hunt

(Individual or Team)

People in all careers often have to search for information. Use your investigative skills and phone book to discover an answer for each of these statements.

1...a last name that is similar to your last name.

_____

2...the number of attorneys in your town.

_____

3...a business in the yellow pages that would need the workers to have excellent measuring skills.

_____

4...a last name that is different from your last name, and may be a different nationality or from a different culture.

_____

5...the name and phone number of an organization that could use volunteers.

_____

6...the name of a postsecondary school (and name a career that would require this type of education).

_____
(School)

_____
(Career)

Scavenger Hunt (continued)

7... a U.S. government office.

_____

8... the area code for Ironton, Ohio.

_____

9... the address of one of your neighbors.

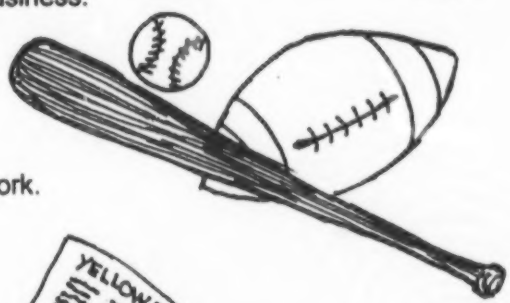
_____

10...a name of a business where a person in a health career would work.

_____

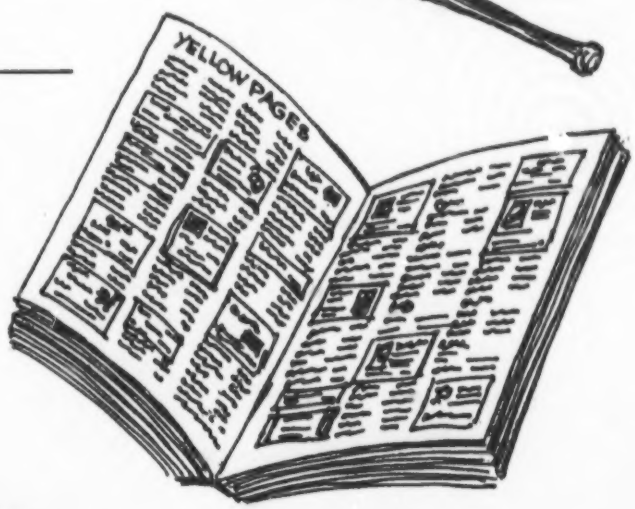
11...a name of a pro athlete, sports team, or sports related business.

_____



12...a place where a person with a physical disability could work.

_____



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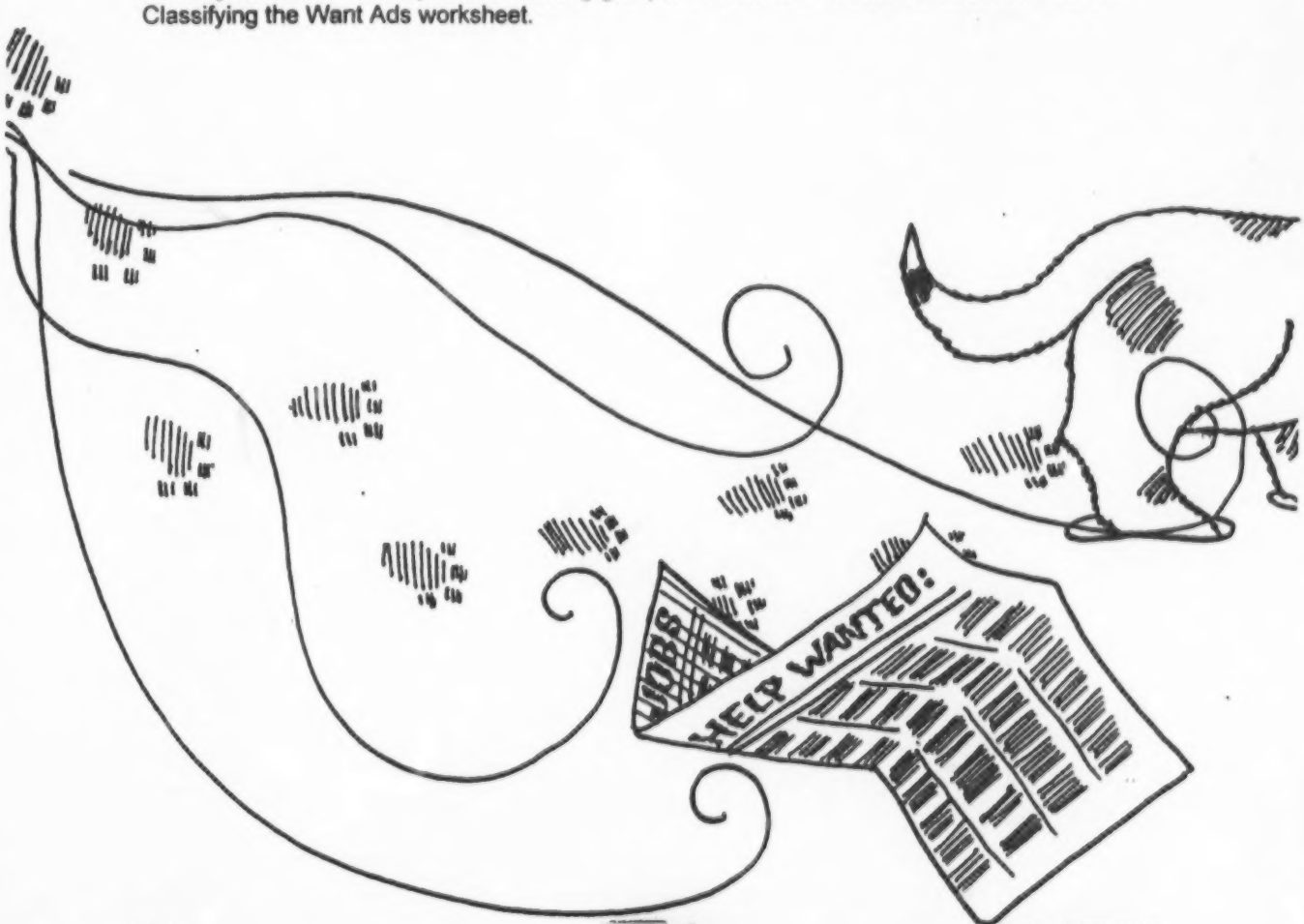
JOBS IN THE NEWS!

The materials you will need are

1. Newspapers - preferably one with <u>many</u> pages of want ads (you'll probably need to get a large metropolitan Sunday edition. It would be helpful to have at least one newspaper per group.
2. Ruler for each student.
3. Six-color marker sets for each group.
4. *Classifying the Want Ads* and Ohio's Clusters and Majors for each student.

Divide your class into cooperative learning groups. Ask them to follow the directions on the Classifying the Want Ads worksheet.



Math
Social Studies

Career Information

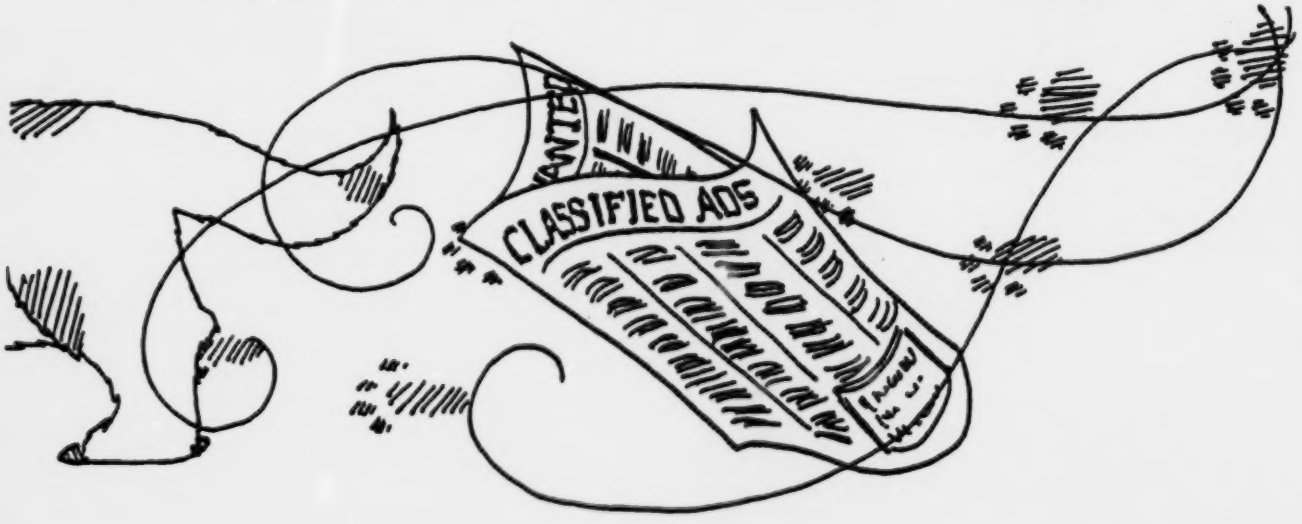
CLASSIFYING THE WANT ADS

You need 1 set - 6 color markers
1 ruler
Pages of classified ads
Career Clusters Handout

DIRECTION: As a group decide which color to use for each cluster.

CLUSTER	**COLOR**
Arts & Communications	_____
Business & Management	_____
Health Services	_____
Human Resources	_____
Industrial & Engineering Systems	_____
Environmental & Agricultural Systems	_____

Next, decide which cluster each job ad belongs to and outline the ad with the correct color.



OHIO'S CAREER CLUSTERS AND MAJORS

Cluster	Description	Majors
Arts and Communication Career Cluster	Programs of study related to humanities and performing, visual, and media arts	Architecture, creative writing, film, and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising, and public relations
Business and Management Career Cluster	Programs of study related to business environment	Entrepreneurship, sales, marketing, culinary arts, hospitality and tourism, computer/information systems, finance, accounting, personal, economics, and management
Health Services Career Cluster	Programs of study related to the promotion of health as well as the treatment of injuries, conditions, and disease	Medicine, dentistry, nursing, therapy and rehabilitations, nutrition, fitness, and hygiene
Human Resources Career Cluster	Programs of study related to economic, political, and social systems	Education, law and legal studies, law enforcement, public administration, child and family services, and social services
Industrial and Engineering Systems Career Cluster	Programs of study related to the technologies necessary to design, develop, install, or maintain physical systems	Engineering and related technologies, mechanics, and repair, transportation, manufacturing technology, precision production, and construction
Environmental and Agricultural Systems Career Cluster	Programs of study related to the environment and agriculture	Agriculture, earth sciences, environmental studies, fisheries management, forestry, horticulture, and wildlife management

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I CAN'T COME TO THE PHONE RIGHT NOW... PLEASE TAKE A MESSAGE

ROLE PLAYING

Read the following 10:30 a.m., Monday, phone conversation:

Administrative Assistant:	Good morning, Mrs. Lopez's office.
Caller:	Hello, this is Bob Johnson. I'm calling to set up an appointment with someone who can help me set up an advertisement in your newspaper.
Administrative Assistant:	Mrs. Lopez would be glad to assist you. Do you have a date and time you would prefer to come in?
Caller:	Well, let me see, I know I have a doctor's appointment on Thursday and I need to finish up a project by the end of tomorrow. Is there any way I could meet with Mrs. Lopez on Friday?
Administrative Assistant:	Mrs. Lopez has openings at 9 a.m., 11:30 a.m., and 1 p.m. on Friday. Usually she meets with new clients for about 45 minutes. Would one of these times be appropriate for you?
Caller:	Should I bring a sampling of my products with me?
Administrative Assistant:	That would be very helpful. What time would you like to see Mrs. Lopez?
Caller:	Well I don't want to get up very early on Friday and if the weather is nice I may want to get out early. How about 11:30?
Administrative Assistant:	Mr. Johnson, what is the name of your organization?
Caller:	I really liked the ad last week for ABC Gum Company. It sure stuck with me. My organization is the Johnson Whirlygig and Toy Company.
Administrative Assistant:	Is there a number at which Mrs. Lopez can reach you? She may have some questions for you before you come in.
Caller:	Yes, it's area code 216, 123-4567. Oh sorry, our area code was just switched to 440. I'll be glad to see you Friday, good-bye.
Administrative Assistant:	Mrs. Lopez and I will be glad to meet you Friday, good bye.

STUDENT: Make sure you read for the correct information and fill out the phone message form on the next page.

Once you have done that, partner up with a classmate and write and perform a phone conversation for the class. Have the other classmates listen very carefully for the details and write out the phone message. Was everyone able to take a correct phone message?

I CAN'T COME TO THE PHONE RIGHT NOW... PLEASE TAKE A MESSAGE.

Use the message form below to record your phone messages. Make sure you clearly fill out all the necessary information.

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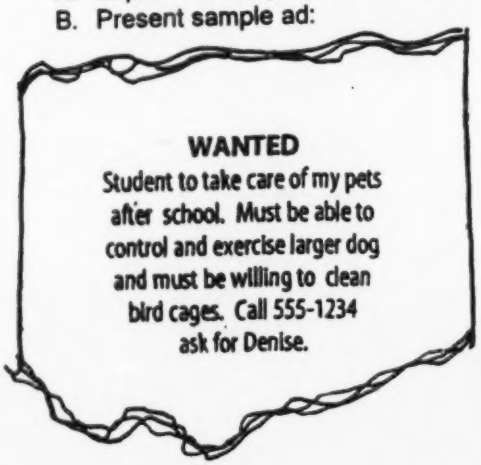
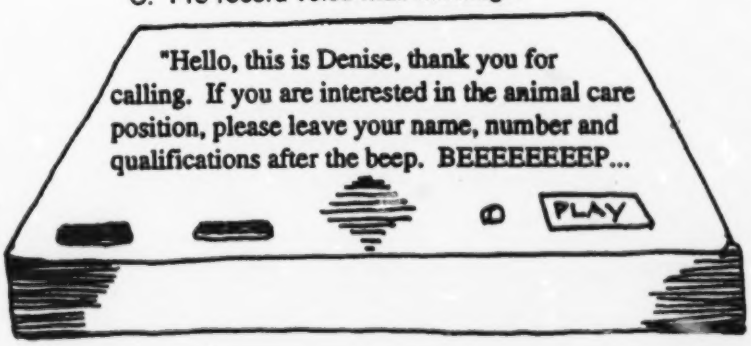
Introduction "Don't Call Us, We'll Call You!"

A. Explain/review purpose of voice-mail.
B. Present sample ad:

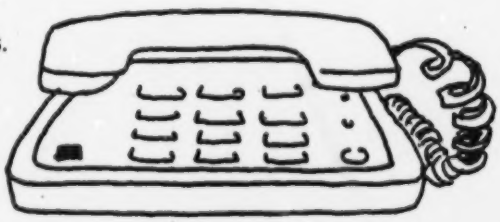

WANTED
Student to take care of my pets after school. Must be able to control and exercise larger dog and must be willing to clean bird cages. Call 555-1234 ask for Denise.

C. Pre-record voice-mail message:


"Hello, this is Denise, thank you for calling. If you are interested in the animal care position, please leave your name, number and qualifications after the beep. BEEEEEEEEP...
PLAY

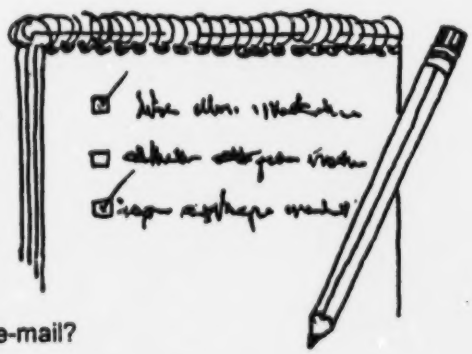
Lesson Body

A. Present and role-play students calling the number.
   1. Students may organize and write down their thoughts.
   2. Students may choose to answer extemporaneously.
B. Record student messages.
C. Playback.



Closing

A. Discussion questions.
   1. Who might get an interview.
   2. What were the positive elements of their messages?
   3. What were some incorrect or inappropriate responses?
   4. What might be some of the interview questions?
B. Student participants critique of lesson.



Evaluation

A. Do the students understand the purposes and uses of voice-mail?
B. Did the students speak clearly and correctly?
C. Did the students list at least three reasons why each was qualified for the job?
D. Are there any student comments and suggestions that will help modify or improve the lesson?

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RESEARCH PROJECT

This project will provide you with an opportunity to discover information on a particular occupation. Additionally, you will practice skills that are used whenever you write a report involving research. The target deadlines below will help you budget your time effectively.

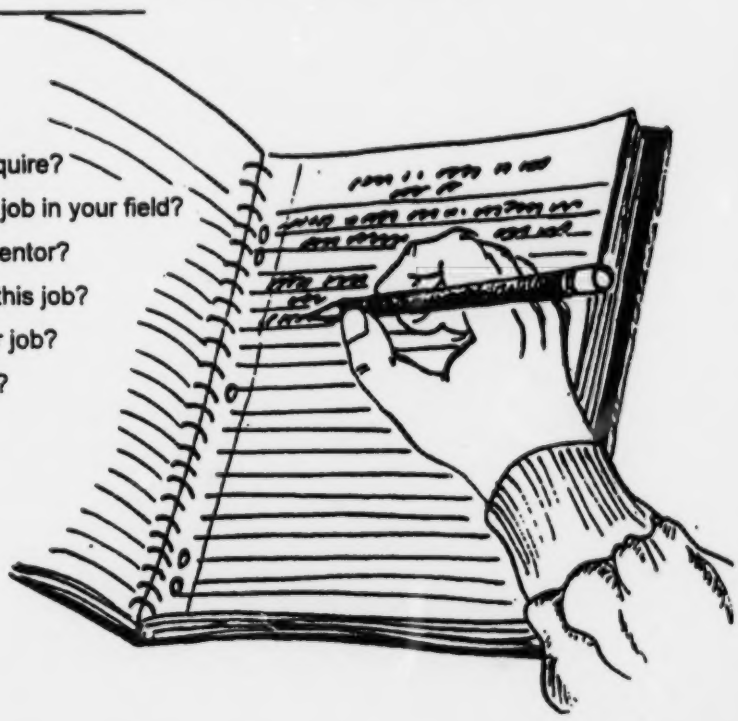
The following information must be included in your report: a job description, job responsibilities, working conditions, educational requirements, compensation (fringe benefits and salary), and future outlook. Your report must include a title page, parenthetical documentation and a bibliography. Use the format described in class. Due _____

Your project will also include an interview of someone who has the job that you are researching. You may use the questions below or you may create your own questions. Include the completed interview with your project. Quotes from your interview can be included in your report when appropriate. Due _____

You will be expected to present a one minute commercial advertising the occupation you have researched. You may recruit friends to help you with your presentation but you are each responsible for one commercial. Presentations must be at least one minute in length. A videotaped commercial is also acceptable. A visual aid is required that has a graphic aid that reveals objective data about the occupation you have researched. This visual aid could be in the form of a brochure about the occupation you have researched. Due _____

Possible Interview Questions:

1. What responsibilities does your job include?
2. What educational preparation did your job require?
3. How did you get your job? Is it easy to get a job in your field?
4. Did you have a mentor? Have you been a mentor?
5. What personality traits are a good match for this job?
6. What would be a typical salary range for your job?
7. What three adjectives best describe your job?



Career Information
Academic Planning
Career Exploration

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